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ABSTRACT

The paper examines ways in which classroom design and early childhood curriculum interact to ease the integration of handicapped children into a day care program. General principles of environmental design are addressed, and an example of the Northwest Center's Child Development program is cited to illustrate components of the environment. Ten steps in design are listed, including drawing the classroom floor plan and examining accessibility. Materials are considered in terms of availability and arrangement (such as displaying materials of increasing difficulty on higher shelves). Curricular background information is presented. Action plans are then offered for linking the curriculum to the environment, including design of a personal plan for each child, and for determining the role of the teacher as a facilitator in the classroom environment, including sequence of lesson plans from one week to the next. Appended material includes criteria for designing an environment, classroom inventories and floor plans by age group, lists of materials and equipment for classroom learning centers by age group, a description of curriculum themes and an overall 12-month curriculum, a daily schedule, and a chart of learning objectives. (CL)

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**NORTHWEST CENTER
CHILD DEVELOPMENT PROGRAM**

Outreach

Assisting programs in mainstreaming
and integrating handicapped and
non-handicapped children.

LINKING ENVIROMENT DESIGN AND CURRICULUM

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1985

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NORTHWEST CENTER CHILD DEVELOPMENT PROGRAM

EARLY CHILDHOOD CLASSROOMS: Linking Environmental Design and Curriculum

LINDA L. GIL & KARENSUE WEND

INTRODUCTION

The purpose of this paper is to focus on classroom design and the curriculum used in an early childhood classroom and to link the two together. The link is necessary in order to have effective programs for young children. It is particularly imperative for young children with special needs who might be mainstreamed into classrooms where primarily normally developing children are present.

The focus will be more specifically on the program where the option of full day care is the major component. Some terms commonly used to describe these programs are day care, child care or full day care programs. For the purposes of this paper, the program will be described as being an early childhood program that includes the option of full day care. The principles that will be described in this paper will be applicable and generalizable to any program serving young children, ages infancy (4 months) to five years of age. Specifically, the paper will focus on how to integrate the young child with special needs into the program, while understanding how the environment and curriculum link to make this possible.

PROGRAM PHILOSOPHY

The first question to be answered is why would children with handicapping conditions be included in an early childhood program with full day care? The answer to this question is that they need the full day care, just as children who are normally developing need it if their parents work outside the homes.

The second question could be why are children with handicapping conditions not provided child care in a program specifically for children with "special needs" or special education programs? The answer is primarily in the philosophical directions now followed because of federal and state laws regarding children with handicapping conditions.

Some early childhood educators may not know that there is a federal law, Public Law 94-142, which was enacted in 1975 and provides that all children of common school age who have handicapping conditions must be provided a free and appropriate public education in the public schools. Generally, each state now has its own version of the federal law which defines the services for children with handicapping conditions in the individual state. For example, in Washington state, House Bill 90 describes how children who qualify for special education categories will be served in Washington State. In addition, Washington state has a mandate that says all children, three through five years, who have handicapping conditions, will be provided with a free and appropriate public education through their local school district. That education will be provided to them in the least restrictive environment.

The third question might be what is "least restrictive environment?" The law is generally interpreted to mean the child is to have as normal a setting as possible. That includes being surrounded by normal children and experiencing the events normal children experience. As some persons might have experienced, this can mean many different arrangements in many different programs. The range can be from completely mainstreamed programs to isolated classrooms of children with handicapping conditions, residing in a building where normal peers are present throughout the day, but in separate classrooms.

The value of integrated or mainstreamed options for children before the "common school age" entry into public schools prepares the children for the possibility of a mainstreamed environment in public schools. The reason for this is that Public Law 94-142 requires the child of common school age (that age varies from state to state) to receive her services in "the most appropriate, least restrictive environment". The key words here are "most appropriate". For example, if a young child with handicapping conditions, say a physical disability that requires a wheel chair, has had a preschool experience with normally developing children who have no other disabilities, that child probably will be, upon entry into public school, a candidate for a mainstreamed classroom. The reason will in all likelihood be because the child's social skills are at age level and school officials will "feel that the most appropriate least restrictive environment is a mainstreamed classroom."

Contrast that situation with the same child who has no experiences with young normally developing children, and who is entering school for the first time. In all likelihood, the same child would be placed in a less mainstreamed classroom because that would be considered the "most appropriate, least restrictive environment." The reason would most likely be that the child would not be ready for a mainstreamed experience because of lack of a social skills needed to best assimilate into such an environment.

In summary, the federal laws that now apply to children who have handicapping conditions, and who are of common school age, provide a philosophical direction for educators who are responsible for programs for children under the common school age. Since the majority of children under common school age who are provided any services outside the home, are usually provided those services in preschools, day cares, and other forms of early childhood environments, those environments become the natural setting for the child with special needs. In addition, because of the federal laws and some state laws, demonstration programs such as Northwest Center Child Development Program, and other programs and service delivery systems, base their philosophical directions on the federal laws. Increasingly, there are less and less isolated and segregated programs being implemented. More and more children with special needs will be served in local generic early childhood programs.

Since many children are now in early childhood programs with full day options, this paper will examine the structure of the day care environment and how the curriculum used in the program supports that program for all children who are enrolled.

ENVIRONMENTAL DESIGN AND PROGRAM PHILOSOPHY

What is "environmental design?" For the purposes of this paper, the environment will be described as "those rooms where the child spends her time while she is in a program". That may mean a preschool, a child care facility, a lab school, a classroom, a parent co-op room or any other room(s) where young children are playing and learning on any given day.

General Principles

Following Jean Piaget's principles and research, play is the work of young children. From birth to early elementary years, the way in which young children learn is through playing. Play means having different experiences at different developmental stages. Generally speaking, child's play consists of handling objects, combining them in many ways, discovering the many attributes of objects, and using the objects in ever increasingly sophisticated ways that onlookers define as "children's games".

Northwest Center Child Development Program follows a theoretical model called the cognitive-learning model (Garwood, Fewell, 1983). In the program, that means that the child is regarded as a "discoverer, a knowledge seeker and an active inventor of reality". The individual classrooms in the environment are "designed" to provide the child with the opportunity to explore, manipulate objects and create. That is true for all children from four months through five years of age, who are both normally developing and for those who have a handicapping condition.

The first step, then in linking environment and curriculum, is to know what is your program model? In what kind of a program do you work? If there is need for clarification, a good reference for this is Christine Cataldo's book, Infant and Toddler Programs.

The second step, is knowing the chronological ages and developmental stages of the children in the program. This knowledge allows the teachers and other staff persons to design the classroom, knowing what children need to do at a particular stage of development.

The third step is to select and arrange the materials and equipment in such a way that promotes the purposes of the program (some people call this teaching) and the "learning" by the children.

COMPONENTS OF THE ENVIRONMENT

Background

This section of the paper will use as an example Northwest Center's Child Development Program. The program provides services to approximately 100 families, both full and part time. The program is a Child Development Program, with options for full day care, part day care, early childhood experiences, therapies and special programming for children with special needs. The ages of the children range between four months and five years. There are eight different classrooms. Six classrooms have children, ages four months through three years of age, who are both normally developing and who have handicapping conditions. There are ten children enrolled in each of the six classrooms, and each is staffed by two teachers.

In two classrooms, there are 15 children, ages three years to five years, six of whom have handicapping conditions and nine of whom are normally developing. Each room is staffed by two teachers and one part time aide.

The important information here is that services (eg. speech therapies, occupational therapies, special programming by specialist) for the child with special needs are provided to the child in the classroom. The classroom is designed as an early childhood classroom where the child can explore, manipulate objects, experience events, create in any manner and incorporate the experiences into an ever increasing manner of sophisticated play. So, whether the child stays half of a day, all day, comes one to five times a week, has a parent there or comes while the parent is working is of less importance than what the child does while in the environment (classroom). All children, regardless of their needs, find an appropriate place for themselves in an early childhood environment where this theory is used as a basis for the program.

Steps in Designing the Environment

1. Know what is the program philosophy and model of the program in which you work.
2. Know the ages of the children with whom you work. In addition, know what are the tasks (milestones of behavior children reach around a specific age), and know where the children function "developmentally" (a child might be 17 months and still not walk, and that might be normal) so you know what they need to assist them in their movement to the next step of development.
3. Draw your classroom floor plan on a piece of paper. DO NOT SKIP THIS STEP!
4. Now, cut pieces of paper to represent the equipment you have available to you in the room.
5. Fill in on the "paper classroom" the windows, doors, cabinets and any stationary items that absolutely can not be moved.
6. Go to Attachment A of this paper and check the "criteria to consider" before going to step #7.
7. Move the paper representations of equipment around to create an environment that fits the needs of the children in your classroom.
8. Check "environment outline" on Attachment B of this paper to see if you have included all of the areas needed in the classroom.
9. Recheck your environment to see if a child in a wheel chair could maneuver through all areas; if a child in a walker could move through; if all children's individual needs (normally developing children and/or children with special needs) are met through the arrangement of the environment.
10. Begin to create the environment in the classroom with real equipment.

Materials in the Environment

The materials you choose to "teach with" in the environment reflect what you know about children's likes, dislikes, and levels of learning at each stage. For example, it is unlikely you would have scissors and paper for cutting if you had only children who were developmentally 12 months to 24 months. Of course that is because children haven't the fine motor skills to successfully negotiate the use of scissors much before 24 months. However, if you have a mixed age grouping, or children at different developmental levels, you will want to have the materials children need at each stage of development, and those materials might include scissors.

See Attachment C of this paper for specific equipment you will want for each level of development.

Arrangement of Materials

The best information to follow regarding arrangement of materials centers around two important considerations.

First, materials need to be available to children if they are to learn how to use them. That means, particularly in the environment described on the previous pages, materials must be available to children at all times, and not just when the teacher thinks they should be available. Children simply will not explore, combine and create with materials if they do not have access to them.

Second, materials must be displayed in a way that children, no matter what their level of development, might be attracted to them.

Let's talk about availability first.

Availability of Materials for Children Birth - Three Years

Usually no matter what the model of your program, it is appropriate to have materials available for children to explore. That doesn't mean you have to have all the materials available all of time, but a sufficient number to retain the interest of the children. They must always be in good repair. That is a must. They must always be clean.

In Northwest Center's program, the classrooms have cross age groupings. That means that whether having a handicapping condition or being normally developing, children in some classrooms range between the ages of four months and three years. In that range, children are approximately at the infant stage, toddler stage or early preschool stage of development.

Infants need toys that are safe to mouth, manipulate, and bang. The toys need to be colorful, non-breakable and durable. Those toys need to be at a level where an infant can reach for, crawl to or grab for them and experience success.

Toddlers need toys that allow them to put in and take out items, stack items, push/pull items and bang objects for the purpose of experimenting with their sounds.

Preschoolers need toys and items that allow for early stages of imaginative play, increased fine motor experiences (pegs, puzzles and things with tinier pieces) and toys that promote more language and communication experiences.

All children under three years of age need sensory experiences (feel, taste, touch, smell, see). All children under three years of age need music, to be read to, to be talked to, to be listened to, and they need to have times that are quiet and times that are loud. This applies to children in all day programs, half day programs and any other arrangement. The length of any of the experiences varies, depending on the type of the program and the length of the daily program.

Availability of Materials for Children Ages Three Through Five Years

In this age range, children need all of the above experiences, plus more time to interact with one another. In addition, children need more sophisticated materials, such as puzzles, small stringing beads, games that require cooperation, scissors and raw art materials, to name but a few. The list on Attachment C of this paper will give you information about materials to be used for this age group.

Let's Talk About Arrangement of Materials

A simple rule to follow is to have the materials that include the least amount of pieces and that require the least amount of adult assistance to be on the level most accessible to children. Gradually, the materials of increasing difficulty and numbers of pieces are displayed on higher shelves. Scissors, puzzles with many pieces and beads, etc. are on shelves that may require teacher assistance to retrieve. These materials are visible to the child and displayed in a way that encourages the child to choose them.

For example, in Northwest Center's program, in the cross age groups of children ages four months to three years, all infant toys are on the low shelves where the infant can crawl to and get the toys independently or they are in a safely designed area called an infant area.

The toddlers' toys are on the next shelves up, where only a child now in a more upright position, and probably cognitively ready to manipulate more complicated materials, will be able to reach.

Finally, the highest shelves hold the materials reachable by a preschooler, who is probably able to manipulate more complicated materials.

What does this mean for a child who might have a physical handicapping condition, be in a wheel chair and yet cognitively be at a "preschool age level"? It means that the child can visually observe the materials and communicate her desire to use them, at which point the teacher brings them to her level.

Materials need to be arranged in a manner that convey the use of the item. For example, in the manipulative area, items need to be in containers that are clearly marked with a picture of the item and spaced at least five inches apart on shelves. Children can not visually discriminate items that are stacked on top of one another or mixed up with other items.

In the dramatic play area, hats, dress-up items, dishes, etc. need to be displayed clearly. Children do not know what to do with a box of clothes or a box of dishes until they are nearer elementary age. Even in the infant area, toys need to be clearly displayed and arranged so that children can work to explore, manipulate, combine and expand upon them. This means putting infant toys on a low shelf with each toy about five inches apart, rather than in a laundry basket or other container through which a child would have to search in order to choose a toy.

For children who are developing at their chronological age level in the area of physical development, but not socially or cognitively age appropriate, expect them to use the materials at their cognitive level, whatever that may be.

CURRICULUM

Many people find the word "curriculum" confusing. Some people think curriculum means a book, some think it is a commercially prepared set of books to be followed and yet others think of curriculum as an individual plan with a certain number of things a child has to "do" each day in the program.

Curriculum can mean all of these things. For purposes of this paper, think of curriculum as a block of wood that is made up of many individual cubes of wood. When taken apart, the pieces can have individual names (goals, learning objectives) and when put together they form a complete block (the curriculum).

The individual "cubes" include: the child's learning objectives, the curriculum goals, the teacher goals for child experiences in the five skill areas and the activities and events that will occur in order to facilitate the child's learning.

The curriculum your program uses may be defined on paper and you may be clear about what it includes or it may not be defined. It is more helpful if it is defined in a written form. The written form serves as the framework for the teacher preparing lesson plans. Generally speaking, the curriculum in a program that offers full day care includes everything the child engages in each day in the areas of fine motor, gross motor, cognition, self help, communication and socialization. In each of these areas, the program needs to have a written set of criteria that includes: in what sequence children progress in acquiring skills; what experiences do you want the child to have completed at each point in the year; what events do you want to plan for children to help them reach their goals; how will you determine that children will have reached their goals; and how will the teacher know the curriculum goals have been accomplished. It is much easier for a teacher in a program to plan what to do with children each day if there is a sequenced curriculum to follow as a guide.

In Northwest Center's program, the curriculum followed is based on Weikart's The Cognitively Oriented Curriculum and the program follows the High Scope model. The High Scope model is based on Piaget's theories. The model prompts the teacher to set up the environment so that children can be encouraged to plan what they are going to do, decide how they will experiment with materials, think about what they did with the materials, communicate what they might do differently the next time (evaluate) and express the thoughts in a form that is appropriate to their developmental level. Of course infants and toddlers do these tasks very differently than preschoolers, but they still engage in the same actions. The actions are interpreted with the developmental level and skills of the individual infants and toddlers.

In addition, this curriculum includes a focus on socialization experiences, again, at the child's developmental level. As well, in Northwest Center's program, the key experiences of the High Scope curriculum are divided into monthly theme-based components that take into account all the months the program is in operation. For examples of this, see Attachment D in this paper.

For all age groups, the same curriculum is used. It is adapted, depending on the developmental levels of each group of children and the needs of individual children in that group.

In Northwest Center's program, each child has an individual program plan. That plan is based on the child's current level of skills in each skill area, as is assessed by a developmental checklist. For children with handicapping conditions, the plan is very "behavioral", meaning there are specific learning objectives for that child to accomplish in a specific period of time. For children who are normally developing, there are general suggestions for what that child is expected to accomplish during a specific period of time.

Each daily lesson plan has activities that permit the child to increase the learning of the skill that is outlined in the behavioral learning objective. For an example of this, see Attachment E of this paper.

Linking the Curriculum to the Environment

Now that the environment has been defined and the curriculum has been identified, let's talk about linking the two.

Think of the curriculum as a block with many little cubes that complete the block. Spread those cubes throughout the environment you designed in the earlier part of this paper. In other words, what will you do with each child, each day, for what period of time. Why will you do these things and for how long? What will the children be expected to do?

Action Plan

1. Using the information described earlier, design your early childhood environment (classroom).
2. Choose or know how to use the curriculum associated with your program.
3. Know where each child is developmentally in each skill area whether the child is normally developing or has any kind of handicapping condition.
4. Design a personal plan for each child that includes generally where you, the teacher, and the parents think the child will probably be at the end of the school year. That school year may be in 12 months if you are a year-round program or it may be 9 months if your program is a pre-school program. No matter the time frame, have a beginning and end to the plan.

5. Prepare each day or week's lesson plans with the goals of the curriculum in mind, with the individual objectives of the child in mind and with the arrangement of the environment in mind.
6. As an educator, do not prepare activities that are just "fun" for little children. Hopefully, the activities will be fun, but that is not your primary reason for preparing them. As an educator, the primary reason for selecting activities is to encourage the children through play, to explore, to manipulate, to combine materials and to expand their knowledge of their world. Fun follows!
7. Plan the weekly and monthly lesson plans in blocks of time, so that you know in September where you plan to arrive the following June. For example, during September through November, maybe the curriculum goals focus on large motor development. The events and activities would encourage large motor development. Perhaps during three month time blocks, you want to introduce four cognitive concepts to your group of children. Then in each of four time blocks (Sept. - Nov.; Dec. - Feb.; March - May; June - Aug.) the educator has introduced four concepts, for a total of sixteen throughout the year. The educator has a clear plan of what has been presented to the children and records indicate how the children responded to the materials. Children, having increased their skills in their individual plans, accomplished the goals of the curriculum. The High Scope curriculum is particularly good at helping a teacher to organize the time with children into meaningful events that have a purpose for both. This is especially important for instructors (or caregivers) who work in early childhood programs that include a full day care component. The sense of purpose in everyday planning gives added importance to the curriculum and the environment linking together as an integral part of one another.

Role of the Teacher in the Classroom Environment

The final portion of this paper focuses on the role of the teacher in the environment as has been described. Philosophically, the teacher in the environment just described is a facilitator. That means the teacher makes things happen for children. That is somewhat different than the teacher "teaching". Teachers in a well planned environment, that encourages children to explore, manipulate, combine materials and expand upon their acquisition of knowledge, provide children with those opportunities. They structure the environment (classroom), to meet the needs of all the children in their care, then attend to the child's individual learning objectives and fit them into the goals of the curriculum.

To borrow a phrase from a professor at the University of Washington, Dr. Gene Edgar, the teacher "orchestrates" the environment. The teacher makes it possible for children to learn by the way everything in that classroom is managed. Following the theme running through this paper, children will "learn" when they are provided the opportunity to do so. The teacher does not need to "teach". Rather she/he "teaches" by the careful attention to the environment, curriculum and materials, which in turn provides the child with the motivation to learn.

A final comment about the children with special needs in a classroom with children who are normally developing. Within the framework of the classroom that has been described, it is sometimes necessary for the teacher to show a child who does not seem to be curious about playing, how to play. That is best done by modeling, or playing with the materials, in the way you want the child to play with them.

Often times, it is useful to repeat the modeling many times, and often times, it is more useful to be sure the child can be in a position to watch other children playing with the materials. Staff experience in this program and the research has shown that children usually learn more quickly from other children in a naturalistic setting (eg. everyday play) than they do having the teacher set up an artificial situation and trying to "teach" the child to play with the one or two items. During everyday play, educators and children can model appropriate play behaviors with a child who appears less interested in playing, by using the available classroom equipment.

Action Plan

1. Design the environment (classroom).
2. Know what are the goals of your program.
3. Know what are the goals of your curriculum.
4. Know where each child is in her stage of development.
5. Know what stage each child will probably progress to next. Be sure to consider a handicapping condition or special need.
6. Make sure the lesson plans fit together from one week to the next (you are building on the previous skills the children acquired from week to week).
7. Make sure you have materials that encourage the children to explore, manipulate, combine and expand their information (learn!).
8. Pretend you are the leader of the orchestra. Make all of the sections of your orchestra work together (classroom environment, curriculum goals, child goals, special needs, equipment, aides and importantly, YOU).

9. Periodically (at least once every two months) think about where you are going with all of the elements listed in #8.
10. Have a beginning and an end. Start at the beginning (perhaps September?) and end somewhere (possibly June?). If the program is a 12 month program, it is extremely important to have a beginning and an end when teaching with young children. Teaching is a very open ended experience. By coming to closure on segments of the work, the teacher begins to sense accomplishment. That gives a sense of satisfaction, which makes teaching worthwhile and meaningful.

CONCLUSION

This paper has focused on the link between the environment and the curriculum. Briefly it touched on the needs of children with handicapping conditions within the environment. The important issue to remember, as the reader continues to refer to this paper, is that each child is an individual with a level of ability that is different from every other child in the classroom. When thinking about a child in this manner, it becomes easier to imagine a child with special needs finding her place in any classroom. The teacher, or other staff persons, designs an environment that is respectful of the six skill areas of the developing child, knows where the child is developmentally, and plans the daily events with a sense of purpose. She/he pulls the parts of the "block" together into a single unit (the curriculum and the classroom) and the stage is set for the child's learning. That is teaching in an early childhood program.

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NORTHWEST CENTER CHILD DEVELOPMENT PROGRAM

CRITERIA TO CONSIDER BEFORE DESIGNING AN ENVIRONMENT

QUESTIONS:

- ** ~~What~~ is my learner population?
- ** ~~What~~ are the characteristics of that population?
- ** ~~What~~ do I want them to learn?
- ** ~~How~~ do I want them to learn?
- ** ~~What~~ materials do I have to accomplish this?
- ** ~~What~~ materials do I need?
- ** How can I accomplish what I want if I can't have all the equipment I think I need?
- ** ~~What~~ is my role in the environment?

Karen Sue Wend
Linda Gil
Environments
1985

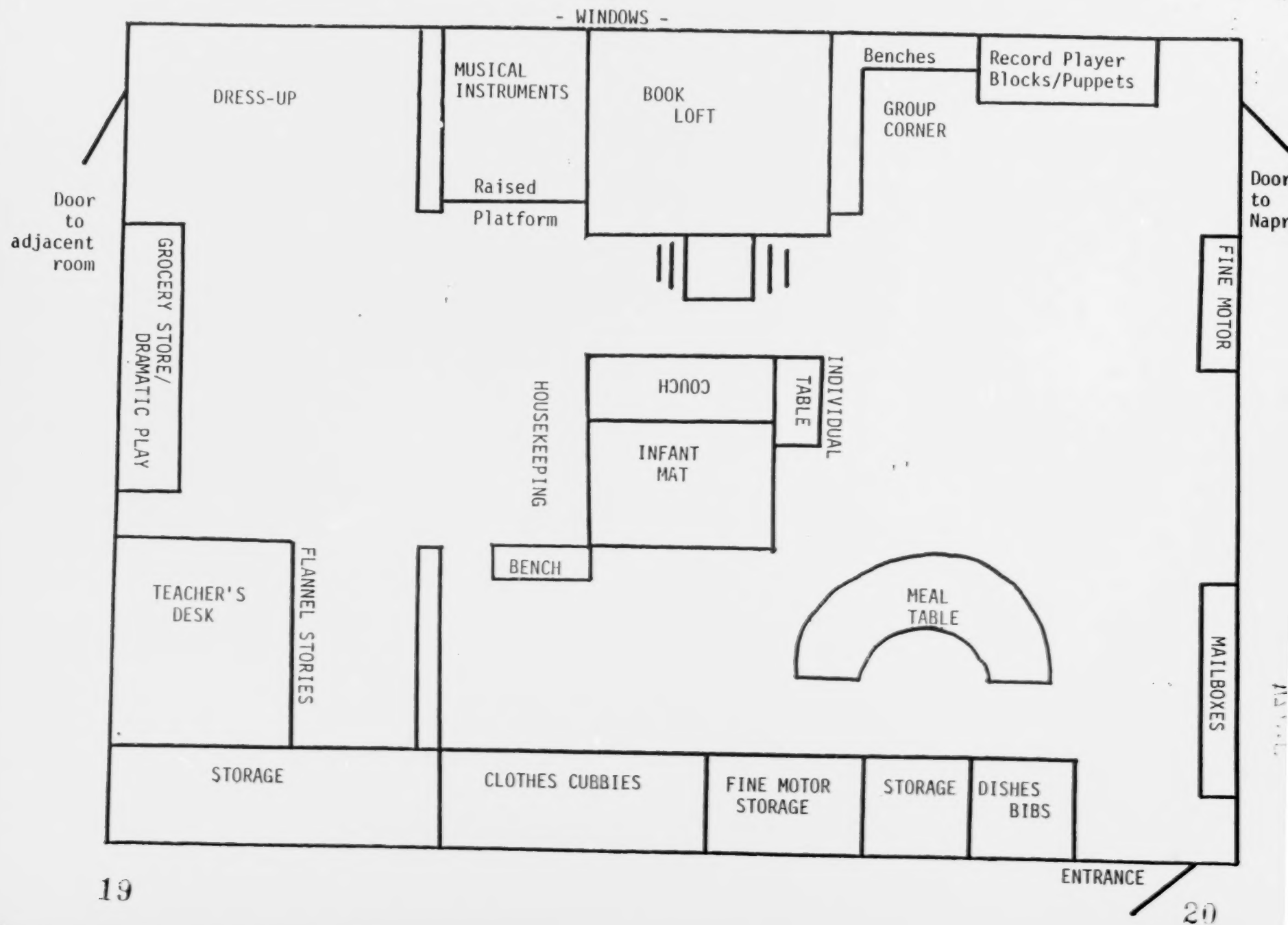
Northwest Center

BIRTH TO THREE YEAR OLD CLASSROOM

1. Entrance
 - A. Mailboxes for notes home.
 - B. Children's art on wall at child eye-level.
2. Fine Motor
 - A. Low table.
 - B. Few choices of toys, rotated often.
 - C. Soft carpet for sitting.
3. Group Corner
 - A. Low benches for children to sit on.
 - B. Props for dramatic play - puppets, cars, etc.
 - C. Record player and records at teacher level.
 - D. Carpet for visual boundaries.
 - E. Adaptive equipment for children with special needs.
4. Book Loft
 - A. Cozy, soft area - pillows.
 - B. Steps up to loft for "quiet" gross motor practice.
 - C. Couch across from loft for adults and/or children.
5. Musical Instruments
 - A. Free choice of large variety of instruments.
 - B. Raised 3" platform for physical boundaries.
6. Dress-Up
 - A. Dolls and doll accessories.
 - B. Dress-up clothes (shoes, hats, clothes) displayed and easily accessible.
 - C. "Soft" toys - blankets, pillows.
 - D. Child-size rocking chair.
 - E. Mirror.
7. Housekeeping
 - A. Across from and extension of Dress-Up area.
 - B. Sink, stove, dishes, table and chairs.
 - C. Telephone to promote communication and dramatic play.
 - D. Inviting displays.

8. Dramatic Play (Grocery Store)
 - A. Rotate with other Dramatic Play themes.
9. Teacher's Desk
 - A. Protected from small hands with gate.
10. Flannel Stories / Language Arts
 - A. Independent use with hanging box for pieces.
 - B. Teacher can control how many pieces available.
11. Clothes Cubbies / Bench
 - A. Child-level hooks and bins for naptime change.
 - B. Promotes independence with self-help skills.
 - C. High shelf for diaper bags.
 - D. Bench is child-height for dressing.
12. Fine Motor Storage
 - A. Near table for easy access.
 - B. Independent choice from lower shelves.
13. Individual Table
 - A. Higher table for independent work without being interrupted by other children.
14. Meal Table
 - A. Dishes, bibs, clean-up supplies stored behind table.
 - B. Separate buckets for clean and dirty dishes and bibs.
 - C. Tissue accessible for children's use with mirror at child eye-level.
 - D. Dishes and clean-up solutions at teacher-height.
15. Infant Mat
 - A. Near table for easy supervision.
 - B. Mat for safety with new sitters and crawlers.
 - C. Hanging toys, mobile for swiping.
 - D. "Soft" toys.
 - E. Toys displayed for free choice.
 - F. Mirror.

BIRTH TO 3-YEAR-OLD CLASSROOM FLOOR PLAN



3 to 5 Year Old Classroom

1. Entrance
 - A. Coats kept in cupboard outside of classroom.
 - B. Toys for outside play stored near door.
2. Circle Area
 - A. Circle outlined on floor for visual boundaries.
 - B. Classroom schedule posted in pictures.
 - C. Language (puppets) and music props nearby.
3. Book Corner
 - A. "Soft", secluded area for reading.
 - B. Individual work space.
 - C. Drawing and writing paper available.
 - D. Books displayed invitingly.
4. Fine Motor
 - A. Manipulative toys kept in picture-labeled cupboards.
 - B. Table at child height for playing with fine motor toys.
5. Housekeeping and Dress-Up
 - A. Set-up to look inviting.
 - B. Mirror for dress-up.
 - C. Dress-up clothes stored in bench (no room for display).
 - D. Dolls and doll accessories.
 - E. Dishes and food accessories.
 - F. Loft for further dramatic play.
6. Science Table
 - A. Materials changed daily and/or weekly.
 - B. Hands-on experience.
 - C. Sensory experience.
7. Landscape Area
 - A. Large variety of animals and props.
 - B. Paper mache' landscapes changed on regular basis.
 - C. Provides for dramatic play.

8. Blocks and Building

- A. Props and blocks displayed invitingly.
- B. Large variety and number of toys and blocks.

9. Teacher Material Storage

- A. Easily accessible.
- B. Well organized, labeled.
- C. Close to table area.

10. Table Area

- A. Meals, groups, art use.
- B. Variety of sizes of chairs for different leg sizes.

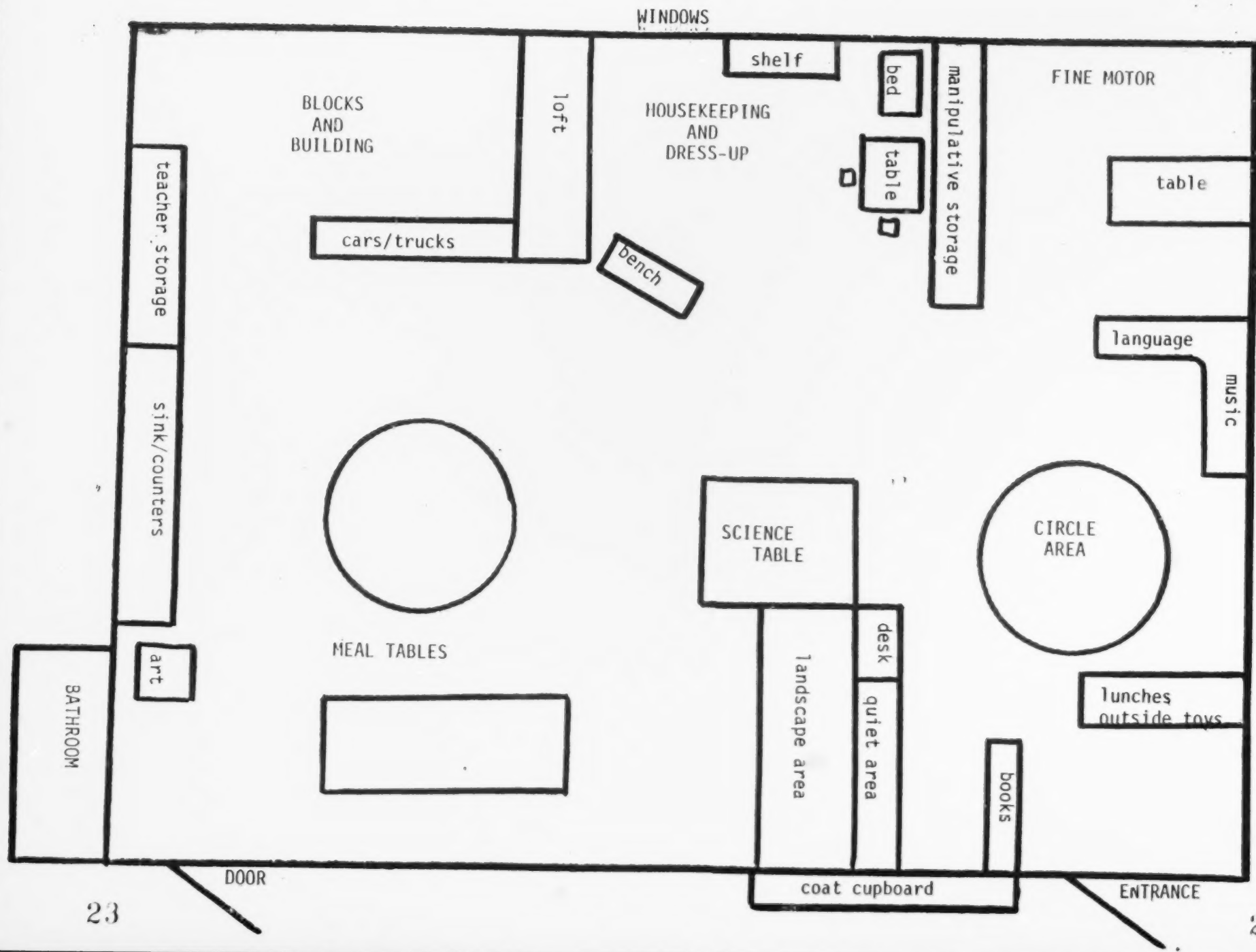
11. Art Area

- A. Near sinks and tables.
- B. Supplies readily available and labeled.
- C. Art is displayed at child eye-level.

12. Bathroom

- A. Accommodates toilet, potty, and diaper users.
- B. All supplies easily accessible to attending adult.
- C. Set-up promotes independence.

3 TO 5 YEAR OLD CLASSROOM FLOOR PLAN



PRACTICE FLOOR PLAN

INFANTS

Door
Windows
Meal Space
Diapering
Child's Storage Space (cubbies)
Teacher Storage (materials, desk)
Napping Space
Group Area / Music
Soft, Quiet Area (rocking chair)
Fine Motor (rattles, manipulatives)
Gross Motor (crawling, cruising area)

TODDLERS/PRESCHOOLERS

Door
Windows
Meal Space
Diapering/Toileting
Child's Storage (cubbies)
Teacher Storage (materials, desk)
Napping Space
Group Area / Music
Soft, Quiet / Book / Alone Area
Fine Motor (puzzles, manipulatives)
Gross Motor
Dress-up / Housekeeping
Blocks / Building
Art Area

3-5 YEAR OLDS

Door
Windows
Meal Space
Toileting
Child's Storage (cubbies)
Teacher Storage (materials, desk)
Napping / Resting Space
Group Area / Music
Soft, Quiet / Book / Alone Area
Fine Motor (puzzles, manipulatives)
Gross Motor
Dress-up / Housekeeping
Blocks / Building
Art Area
Science / Math

MATERIALS AND EQUIPMENT
FOR
CLASSROOM LEARNING CENTERS

INFANT ROOMMeal Space

high chairs or low adaptive chairs
with tables
infant seats
dish pan for clean dishes
dish pan for dirty dishes
bib bucket
bibs
paper towels
liquid face and hand washing solution
tissues
mirror (hand-held or mounted at
child eye-level on wall)
garbage can

Diapering Area

diapering table or changing pad
running water
soiled diaper pail
garbage can for paper diapers
container to hold individual child's
diapering supplies (cubbies)
shelves (above child's reach) to hold:
disinfectant
adult hand washing solution
plastic bags for soiled diapers
finger nail scrubber
paper towels
child hand washing solution
computer paper (or recycled paper) for
use as second barrier on changing pad
wall charts to record diapering data

Child's Storage Area

child height coat hooks
child height cubbies
shelf for diaper bags
carpeted area for dressing

Group Area / Music

rug
record player or tape player
records or tapes
variety of musical instruments (guitar,
autoharp, xylophone, etc.)
rhythm instruments (bells, drums,
shakers, etc.)
puppets
flannel stories
flannel board

Soft, Quiet Area

blankets
pillows
rocking chair
pictures mounted at child's eye-level

(continued on following page)

Fine Motor

- hanging mobiles for swiping and grabbing
- blocks (cloth and plastic)
- rattles, shakers
- action manipulatives
- unbreakable mirror
- stacking toys
- in and out containers
- sensory trays
- feelie boxes
- bubble soap
- nesting cups
- one piece formboards
- texture pieces
- musical toys
- teething toys

Gross Motor

- mat
- crawling area
- tables, crates for cruising
- wind-up swing
- strollers
- wagon
- backpacks for walks

TODDLERS / PRESCHOOLERS

Meal Space

high chairs or low adaptive chairs
with tables*
tables
chairs of varying heights to accommodate
different length legs
dish pan for clean dishes*
dish pan for dirty dishes*
bib bucket*
bibs*
paper towels*
liquid face and hand washing solution*
tissues*
mirror (hand-held or mounted at
child eye-level on wall)*
garbage can*

Diapering / Toileting Area

diapering table or changing pad*
potty chairs
toilet
running water*
steps up to sink
soiled diaper pail*
garbage can for paper diapers*
container to hold individual child's
diapering supplies (cubbies)*
shelves (above child's reach) to hold:*
disinfectant*
adult hand washing solution*
plastic bags for soiled diapers*
finger nail scrubber*
paper towels*
child hand washing solution*
computer paper (or recycled paper) for
use as second barrier on changing pad*
wall charts to record diapering data*

Child's Storage Area

child height coat hooks
child height cubbies
shelf for diapers and lunch boxes
carpeted area for dressing
bench for independent dressing

Group Area / Music

rug*
benches or pads for sitting
record player or tape recorder*
records or tapes*
variety of musical instruments (guitar,
autoharp, xylophone, horns, harmonica,
piano, etc.)*
rhythm instruments (bells, drums,
shakers, triangles, tamborines, sand
blocks, etc.)*
puppets*
flannel stories*
flannel board*

Soft, Quiet / Book / Alone Area

blankets*
pillows*
rocking chair*
bean bag chairs*
over-stuffed chair
books
flannel stories
flannel board
pictures mounted at child's eye-level*

(continued on following page)

*These items are also listed for use in an infant room.

Fine Motor

stacking toys*
in-and-out containers*
sensory trays*
feellie boxes*
bubble soap*
nesting cups*
formboards
shape cans
sorting games
puzzles (knobbed and plain)
water and sand tables
pegboards and pegs
nuts and bolts
sequential boards
matching games
stringing beads and laces
parquetry blocks and patterns
lotto
teddy bear counters
1" cubes
lego
lincoln logs
pop beads
bristle blocks
water table toys (scoops, pouring cups,
egg beaters, sieves, etc.)
jack-in-the-box

Gross Motor

wagons*
bean bag toss
climbing equipment
balance beam
bicycles / tike bikes
scooters
pull toys
push toys
punching bags
trampoline
rocking boat
ring toss
small wading pool
tunnels
outdoor play equipment:
 sand box
 buckets
 shovels
 balls
 swing set
 slide
indoor slide
stairs

(continued on following page)

*These items are also listed for use in an infant area.

Dress-up / Housekeeping

toy sink
toy stove
toy refrigerator
dishes
eating utensils
pots and pans
toy food
empty food containers
trays
telephone
table and chairs
dolls
doll bed
doll high chair
doll clothes
stuffed animals
shoes
hats
clothes
full-length unbreakable mirror
child-size rocking chair
shelves for food, dishes and shoes
purses
briefcase
pillows
blankets
broom and dust pan
housekeeping pictures at child's eye-level

Blocks / Building

assorted large blocks
assorted medium blocks
assorted small blocks
toy houses, garages, etc.
cars
trucks
airplanes
plastic animals
small people
pounding benches
large tinker toys
dollhouse and furniture

Art Area

smocks
marking pens
pencils
crayons
box of collage materials
glue and paste
play doh and modeling clay
paint
paint brushes
easels
scissors
chalk
chalkboard
construction paper
drawing paper
fingerpaint paper
liquid starch
wallpaper sample books
old magazines
stamp pad and stamps
food coloring

3 TO 5 FIVE YEAR OLD ROOM

Meal Space

tables**
chairs of varying heights to accommodate
different length legs**
dish pan for clean dishes**
dish pan for dirty dishes**
bib bucket**
bibs**
paper towels**
liquid face and hand washing solution**
tissues**
mirror (hand-held or mounted at
child eye-level on wall)**
garbage can**

Toileting Area

toilet**
running water**
steps up to sink**
garbage can**
paper towels**
child hand washing solution**

Child Storage Area

child height coat hooks**
child height cubbies**
shelf for lunch boxes**

Group Area / Music

rug**
benches or pads for sitting**
record player or tape recorder**
records or tapes**
variety of musical instruments (guitar,
autoharp, xylophone, horns, harmonica,
piano, etc.)**
rhythm instruments (bells, drums,
shakers, triangles, tamborines, sand
blocks, etc.)**
puppets**
flannel stories**
flannel board**

Soft, Quiet / Book / Alone Area

blankets**
pillows**
over-stuffed chair**
bean bag chairs**
books**
flannel stories**
flannel board**
pictures mounted at child eye-level**

(continued on following page)

**These items are also listed for use in a toddler/preschooler room.

Fine Motor

sorting games**
puzzles (knobbed and plain)**
water and sand table**
pegs and pegboards**
nuts and bolts**
sequential boards**
matching games**
stringing beads and laces**
parquetry blocks and patterns**
lotto**
1" cubes and patterns**
lego**
lincoln logs**
water table toys (scoops, pouring cups,
egg beaters, sieves, etc.)**
cooperative board games
carpentry tools
advanced shape boxes
lacing cards
put-together toys

Gross Motor

wagons**
bean bag toss**
climbing equipment**
balance beam**
bicycles**
punching bags**
trampoline**
ring toss**
tunnels**
outdoor play equipment:
 sand box**
 sandbox toys**
 balls**
 swing set**
 slide**
jump ropes**

Blocks / Building

assorted large blocks**
assorted medium blocks**
assorted small blocks**
toy houses, garages, etc.**
cars**
trucks**
airplanes, helicopters**
plastic animals**
small people**
large tinker toys**
dollhouse and furniture**

(continued on following page)

**These items are also listed for use in a toddler/preschooler room.

Dress-up / Housekeeping

toy sink**
toy stove**
toy refrigerator**
dishes**
eating utensils**
pots and pans**
toy food**
empty food containers**
trays**
telephones**
table and chairs**
dolls**
doll bed**
doll high chair**
doll clothes**
stuffed animals**
shoes**
hats**
clothes**
full-length unbreakable mirror**
child-size rocking chair**
shelves for food, dishes and shoes**
purses**
briefcase**
pillows**
blankets**
broom and dust pan**
housekeeping pictures at child's eye-level**

Art Area

smocks**
marking pens**
pencils**
crayons**
box of collage materials**
glue and paste**
play doh and modeling clay**
paint and paint brushes**
easels**
scissors**
chalk and chalkboard**
construction and drawing paper**
fingerpaint paper**
liquid starch**
wallpaper sample books**
old magazines**
stamps and stamp pads**
food coloring**

Science / Math

magnifying glass
numbers games
number rods
clock
flashlight
items for stimulation of five senses
cooking utensils, cooking skillet
bubbles soap and varying wands
pouring and scooping equipment
magnets and magnet board
plants
pet animals
number sorters
sponges

**These items are also listed for use in a toddler/preschooler room.



NORTHWEST CENTER CHILD DEVELOPMENT PROGRAM

ENVIRONMENT BIBLIOGRAPHY

The Infant Center: A complete guide to organizing and managing infant day care, by E. Herbert-Jackson, M. O'Brien, J. Porterfield, and T. Risley; University Park Press, Baltimore, Maryland, 1977.

The Toddler Center: A practical guide to day care for one and two year olds, by M. O'Brien, J. Porterfield, E. Herbert-Jackson, and T. Risley; University Park Press, Baltimore, Maryland, 1979.

Young Children In Action: A manual for preschool educators, by M. Hohmann, B. Banet, and D. Weikart; The High/Scope Press, Ypsilanti, Michigan, 1979.

Early Childhood Environment Rating Scale: by T. Harms and R. Clifford, Teachers College Press, New York, 1980.

Designing An Environment For Young Children: by G. Michael and R. Page, (out of print, available from Seattle Child and Family Resource Center) 1979.

Learning Centers for Young Children: by G. Moule, Tot-lot Child Care Products, West Greenwich, Rhode Island, 1984.



NORTHWEST CENTER CHILD DEVELOPMENT PROGRAM

Comprehensive Curriculum Guide for
Themes to be Developed within
Classroom Environment. Focusing
especially on the Cognitive
Development and the Affective Domain

Curriculum themes developed through
the media of: Art

Music

Science

Language/total communication

Visual aids

~~Written~~ by:

Linda Pompeo Gil
Northwest Center
1984

RATIONALE:

This curriculum lends itself to monthly themes to be developed in the classroom. The curriculum develops from self awareness of the "self in relation to others" to the "self in the larger environment". These concepts are a part of every child's daily life and activities can be adjusted to the developmental stages of each group engaging in the activities. Individual child goals can be achieved through the key concept described in this curriculum.

This curriculum is an attempt to expand upon the environment which is increasingly familiar to the child as the child is socialized. Rather than draw ideas in a haphazard manner, these concepts are sequenced and designed to lead the child to a new awareness of self by the end of a 12 month period.

A multicultural approach is included because even in most programs serving handicapped children, there are various ethnic groups represented and it is a measure of dignity accorded to all children to recognize their ethnicity as well as their handicapping conditions.

This curriculum is used with non-handicapped children and cross age groups of children including those with handicapping conditions. There is value in following the themes and developing these concepts to the skill level of each group and individuals in the group. Also, this curriculum is to be used in addition to any prescriptive programming and any other curricula being used to promote other concepts (communication, development, language programs, etc.) This curriculum aid in designing the daily activities in the classroom.

Monthly themes are presented within the framework of the cross-age grouping, peer grouping, bi-lingual and multi-cultural grouping. Within the presentation of each of these concepts, age appropriate activities must be presented reflecting developmental stages represented in the group.

Science, music, communication development, literature, art, creative movement, gross motor activities and fine motor activities are presented within the framework of a monthly theme, being expanded upon in a weekly and daily basis.

In the context of a multi-cultural setting, the curriculum can produce added dimension by the addition of labeling the environment with manual signs or the language used by the children in addition to English. Holidays, games, specific art projects, recognition of foods and traditions, that are always in view in the environment, facilitate the development of the curriculum

The environment is always structured with recognition of the different chronological age groups, as well as developmental stages. With this in mind, the material is always presented, even though it might be thought that some material would be "too sophisticated" for a particular stage. We can never know just how much a child is processing the information which is presented and is a part of the total environment.

References:

11. Dunst, C. Infant Learning: A cognitive linguistic approach, Teaching Resources, 1982.
22. Hohman, M., Baret, B., and Weikart, D. Young Children in Action, High Scope press, 1979.
33. Waikart, D., Rogers, L., Adrock, C., and McLlelland, D. The Cognitively oriented curriculum, High Scope press, 1971

OVERALL CURRICULUM FOR SEPTEMBER TO SEPTEMBER TIMELINE

Curriculum

Goal: To build positive Self-concept by promoting independent thinking, problem solving, acceptable social play while providing for Emotional support and growth.

Curriculum

Objective: Throughout each month, the child's ethnic and cultural heritage will be supported and be visible in the room environment.

Month: September

Theme: Who Am I?

Objectives: Self Awareness; Ethnic likeness and differences

Focus: Week 1. Getting Acquainted

Week 2: Likeness and differences: Whole body

Week 3: Ethnicity: bodies look different and alike

Week 4: This is me - my own self, my whole body

Key Concepts:

- . Discovering relations through direct experience.
- . Exploring actively with all the senses.
- . Choosing materials, activities and purposes.

Month: October

Theme: Who Am I, cont.

Objectives: From gross to fine motor development. Halloween traditions; Awareness of Fall season.

Focus: Week 1: Feet and legs

Week 2: Arms and hands

Week 3: Facial features and their functions; what we see and smell

Week 4: Halloween traditions

Key Concepts:

- . Taking care of one's own needs.
- . Using large muscles.
- . Manipulating, transforming and combining materials.

Month: November

Theme: Awareness of cultural pluralism; particularly Native American Indian culture; Thanksgiving celebrations as practiced by families.

Objectives: Focusing on small muscle development, Awareness of Fall season
Awareness of Native American culture; Thanksgiving celebrations as practiced by families.

Focus: Weeks 1 through 4 should be adjusted to fit the schedule of any field trips, community events and how teacher wishes to organize material.

Key Concepts:

- . Communicating with children about personally meaningful experiences.
- . Describing objects, events, relations.
- . Expressing feelings in words and positive actions.

Month: December

Theme: Family units; Christmas and Hanukah celebrations

Objectives: An awareness of how the child fits in a particular family unit. Practices and traditions of families.

Focus: Week 1: Kinds of homes - animal habitation

Week 2: Kinds of homes - people

Week 3: Awareness shape identification through holiday decorations.

Week 4: Christmas celebrations; Hanukah

(to be adjusted to vacation)

Key concepts:

- . Manipulating, transforming and combining materials.
- . Describing objects, events and relationships.
- . Communicating about feelings and events experienced.
- . Recognizing objects by sound, taste, touch and smell

Month: January

Theme: An awareness of the world of Mother Goose rhymes through music, literature, and art.

Along with this is the developing theme of the awareness of Weather and Seasons

Objectives: Differences in heat and cold; Science experiments of touch, texture, and feeling; Animals in Winter and People in Winter

Focus: Week 1: Weather and Seasons

Week 2: Animals in Winter

Week 3: People in Winter

Week 4: Mother Goose rhymes should have proceeded to the point of sequential stories such as Three Pigs, Gingerbread Boy, Three Billy Goats, etc.

Key Concepts:

- . Experiencing and representing objects by sight, touch, taste, smell.
- . Imitating actions and sounds
- . Relating models to real events
- . Role playing

Month: February

Theme: Community Helpers

Objectives: To understand function of Community Helpers and relationships to society and safety habits personally to the children. Also, the holiday of Valentine's Day lends itself to the furthering of the concept of shape.

Focus: Week 1 through Week 4 can be divided as is convenient with the resources and schedule of the teacher.

Fire and Safety persons
Mail carriers and Valentines
Persons in the helping professions (Doctor, Nurse, Dentist, Baker, Street Crews, etc.)

Key Concepts: . Classification and seriation
 . Relating models, photographs, and pictures to real places and things.
 . Role playing.

Month: March

Theme: Wind, Air, and Weather Awareness

Objectives: Science Experiments; What does wind do?; Air fills space and weight

Focus: Week 1: Kites and wings
 Week 2: Air and Balloons
 Week 3: Heavy and light airplanes
 Week 4: A conclusion and completion of any experiments and themes that need concluding.

Key Concepts: . Making models from raw materials
 . Classification to seriation
 . Investigating and describing attributes of things
 . Using and describing objects in different ways

Month: April

Theme: Springtime celebration

Objectives: Awareness of new life; colors and sounds of spring season.

Focus: Week 1: Seeds
 Week 2: Flowers and color plant life
 Week 3: Birds
 Week 4: Animal life in the Spring

Key Concepts: . Classification to Seriation
 . Noticing and communicating how things are alike and different.
 . Using and describing objects in different ways.

Month: May

Theme: Farming Concepts and Food Production

Objectives: To learn of growing things. Where do they come from; how does food get to us?

Focus: Week 1: Plants

Week 2: Vegetables and fruits

Week 3: Farm animals and concepts of farming

Week 4: Machinery and marketing procedures (how does food get to the city, etc.)

Key Concepts: . Seriation; making comparisons . Describing events through
 . Fitting objects together communication of words,
 . Sorting, classifying and signs, actions.
 ordering.

Month: June

Theme: Travel and vehicles

Objectives: Stimulate interest in travel, vehicle identification, and promote the awareness of the geography of the larger world in which the child exists.

Focus: Week 1 through Week 4 should be organized among: Planes, trains, cars, bicycles, boats, trams, etc., any means of vehicular movement that the children need to identify. Then, develop to the places decided upon by group where these vehicles can take them.

Key Concepts: . Seriation; making comparisons
 . Sorting, classifying and ordering
 . Describing events in words, actions, photographs, drawings.

Month: July

Theme: Who Am I? We Americans are many people.

Colors emphasized: Pastels and primaries

Objectives: This is intended to be a review of the child's growth and development during this year. It is to be presented with the concept in mind of ethnic origin, cultural heritage, and the celebration of special holidays.

Focus: Week 1: Whole Body likenesses and differences; how my body has grown and changed.

Week 2: We are different, Ethnicity

Week 3: We are the same; awareness of bones in body, going from gross to fine and the functions of each (hand, feet, legs, etc.)

- Key Concepts:** . Discovering relations through direct experiences
 . Communicating with children about meaningful experiences
 . Expressing feelings in words and positive actions
 . Describing objects, events, relations
-

Month: August

Theme: Marine and Sea Life

Objectives: Awareness of fish, water animals and those things which live in the water.

Focus: Week 1: Fish
 Week 2: Sea Mammals
 Week 3: Plant Life
 Week 4: Open for field trips

- Key Concepts:** . Communicating about characteristics of objects, classes, events
 . Using and describing objects in different ways
 . Making comparisons about objects and events

DAILY SCHEDULE

- 7:30 - 8:30 As children arrive, adults plan with them and get them started on short work time.
- 8:30 - 9:00 Breakfast; snack; eaten together in small groups at tables; toileting time for some.
- 9:00 - 9:20 Planning time.
- 9:20 - 10:30 * Work time in separate areas; individual and small group experiences.
* Adults act as facilitators.
* Clean up time included.
- 10:30 - 10:45 Recall time in small groups.
- 10:45 - 10:50 Preparation for outside.
- 10:50 - 11:40 Outside time - large muscle. Walk, if raining.
- 11:40 - 12:00 * Small group time.
* Lunch preparation - small groups toilet and wash.
- 12:00 - 12:45 Lunch
Earlier resting for younger children.
- 12:45 - 1:00 Transition; preparation for resting.
- 1:00 - 2:00 Rest time.
- 2:00 - 2:15 Dressing; clean up of rest area.
- 2:15 - 2:30 Snack time.
- 2:30 - 3:30 Small groups plan their work time, including alone time and outside time.
- 3:30 - 4:30 Work time or outside time.
- 4:30 - 5:00 Toileting; clean up of environment coming to closure in the day.
- 5:00 - 5:30 Individual time to read, listen to music, talk with adults; going home.
- 5:30 - 5:45 Closure on day.

Learning Objectives for Week I: Preschool Group

Given appropriate materials for each preschooler's developmental stage, the learner will:

1. Demonstrate awareness of her/himself as an individual through verbal identification of gross body movements.
2. Manipulate materials in each learning station three times weekly.
3. Demonstrate 3 skills each day that relate to the key experience.
4. Manipulate materials that relate to classification of people and those that are not people in the Fine Motor area twice weekly.
5. Participate in small group experiences for period of 5 minutes, 3 times weekly.

Performance Objectives:

The teacher will:

1. Record each child's individual experience in her/his box or lesson plans with symbol to indicate participation.
2. Focus on accomplishing all objectives for each child.
3. Record the necessary information.

Learning Objectives for Week 1: Toddler Group

Given appropriate materials for each toddler's developmental stage, the learner will:

1. Manipulate materials in each learning station 2 times weekly.
2. Demonstrate 2 skills each day that date to child's individual development plan.
3. Participate in small group experiences for minimum of 3 minutes, 3 times weekly.

Performance Objectives:

The teacher will:

1. Record each child's individual experience in her/his lesson plan with symbol to indicate participation.
2. Focus on accomplishing objectives for each child.
3. Record child assessment and documentation information.

Infant/Toddler Group
Lesson Plan: Week 1 - September
Monthly Unit - Awareness of Self - Who Am I?

Key Experience: Awareness of Self - Exploring and representing one's own body at toddler stage of development. (CA 12-24 months)

Learning Objectives
(Accompanying sheet)

	BLOCK AREA	HOUSEKEEPING DRAMATIC PLAY	SENSORY SCIENCE	RHYTHM MUSIC	ART	FINE MOTOR/ MANIPULATIVES	LITERATURE COMMUNICATION	LARGE MUSCLE
CONTENT: Materials for key experience	*Push/pull toys *Large sponge blocks *Cardboard boxes for crawling in.	*Hats - 6, representing male/female *Purses *Mirrors	*Lotion for massaging bodies *Dry materials for scooping and pouring	*Bells/drums (no rhythm sticks) *Records to be initiated by adult	*Paper for tearing, crumpling in a childsize pool. *Flour/water mix, paste on butcher paper.	*Large pegs and wooden pegboards *In/out shapes in cans *1 piece non-inter- locking shape puzzles.	*Cloth books of people in variety of settings and circumstances	*Cloth tunnel *Small wooden stake
JANE	4.1 / Stacking 6 blocks inde- pendently Data:			All partici- pate for 5 minutes. Manipulate bells	Emphasize size Data:	3.2 / Place 5 pegs in board Data:		
JOHN		3.4 / Parallel play with 2 agemates Data:		All partici- pate for 5 minutes. Manipulate bells		3.3 / Remove 10 pegs. Data:		
SUSAN			2.1 / Will tolerate body massage Data:	All partici- pate for 5 minutes. Manipulate bells		3.1 / Grasp 1 peg independ- ently. Data:		
AMANDA				All partici- pate for 5 minutes. Manipulate bells.		3.3 / Grasp, re- lease pegs into con- tainer. Data:		
JACK				All partici- pate for 5 minutes. Manipulate bells.		3.2 / Place 10 pegs in sponge peg board; place a value		

Learning Objectives
(Accompanying sheet)

	BLOCK AREA	HOUSEKEEPING DRAMATIC PLAY	SENSORY SCIENCE	RHYTHM MUSIC	ART	FINE MOTOR/ MANIPULATIVES	LITERATURE COMMUNICATION	LARGE MUSCLE
CONTENT: Materials for key experience	*Push/pull toys *Large sponge blocks *Cardboard boxes for crawling in.	*Hats - 6, representing male/female *Purses *Mirrors	*Lotion for massaging bodies *Dry materials for scooping and pouring	*Bells/drums (no rhythm sticks) *Records to be initiated by adult	*Paper for reacting, crumpling in a childsize pool. *Flour/water to mix, paste on butcher paper.	*Large pegs and wooden pegboards *In/out shapes to cut *1 piece non-interlocking shape puzzles.	*Cloth books of people in variety of settings and circumstances.	*Cloth tunnel *Small wooden slide
JANE	4.1 / Stacking 6 blocks independently Data:			All participate for 5 minutes. Manipulate bells	Emphasize Data:	3.2 / Place 5 pegs in board Data:		
JOHN		3.4 / Parallel play with 2 agemates Data:		All participate for 5 minutes. Manipulate bells		3.3 / Remove 10 pegs. Data:		
SUSAN			2.1 / Will tolerate body massage Data:	All participate for 5 minutes. Manipulate bells		3.1 / Grasp 1 peg independently. Data:		
AMANDA				All participate for 5 minutes. Manipulate bells.		3.3 / Grasp, release pegs into container. Data:		
JACK				All participate for 5 minutes. Manipulate bells.		3.2 / Place 10 pegs in sponge pegboard; remove and place in container		

Preschool Group
 Lesson Plans: Week I - September
 Monthly Unit Goal: Awareness of Self
 Who am I?

Key Experience: Awareness of Self
 Experiencing and representing
 one's own body through becoming
 acquainted.

Learning Objectives
 (Accompanying Sheet)

	BLOCK AREA	HOUSEKEEPING DRAMATIC PLAY	SENSORY SCIENCE	RHYTHM/ MUSIC	ART	FINE MOTOR/ MANIPULATIVES	LITERATURE COMMUNICATION	LARGE MUSCLE
CONTENT: Materials for key experience	* Large put together tinker toys * Pictures on wall of houses of different cultures * Large/Small blocks	* Clothes of different ethnic groups * Housekeeping items representative of different ethnic groups * Mirrors	* Water table with ethnic dolls for washing * Bubbles, measuring toys	* Musical instruments representative of ethnic groups * Record: Hap Palmer "I am a Person"	* Raw materials: paints, crayons, paper, paste * Activity: draw around each person	* People puzzles * Classification pictures of animate and inanimate objects	* Books of bodies ethnic and cultural representation	* Obstacle course in, on, under, through, around beside, on top, behind
1	Objective						Emphasize Choose symbol	Choice 7:30-8:30
2	Objective						Planning time	
3							Planning time	
4							Planning time	
5							Planning time	
6							Planning time	
							Planning time	